



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

EducT

758

96.845

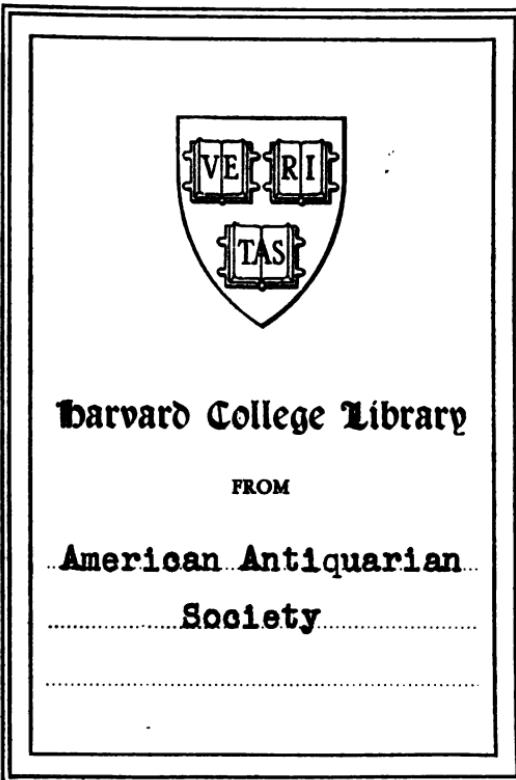
# FABLES AND RHYMES

## FOR BEGINNERS

ILLUSTRATED

*Readers.*

mc T758.96.845



Gift of Winona M. Cross Sept. 1933

3 2044 097 054 514

Miss Mollie A. Driff

22 Morton St.

Lawrence

Mass.

Jan 25/97



# FABLES AND RHYMES

## FOR BEGINNERS

THE FIRST TWO HUNDRED WORDS

BY

JOHN G. THOMPSON

SUPERINTENDENT OF SCHOOLS, LEOMINSTER, MASS.

AND

THOMAS E. THOMPSON

MASTER OF JOHN R. ROLLINS SCHOOL, LAWRENCE, MASS.



BOSTON, U.S.A.

PUBLISHED BY GINN & COMPANY

1896

*Educ-T* 758.96.845

HARVARD COLLEGE LIBRARY  
GIFT OF THE  
AMERICAN ANTIQUARIAN SOCIETY  
**SEP. 8 1938**

COPYRIGHT, 1894  
BY JOHN G. AND THOMAS E. THOMPSON  
ALL RIGHTS RESERVED



## INTRODUCTION.

---

THIS primer is an attempt to place before children, at the very beginning, something worth reading, in a form simple enough for them to read.

The fable and simple rhymes form the subject-matter. These are so written and arranged that, in order to read them, the child needs to be able to recognize but two hundred different words.

It is expected that new words will be developed in script upon the blackboard,—preliminary sentences being used simply to make the child familiar with the words in their printed form.

The ability to recognize forty words is necessary to read the first fable. We would advise that these forty words be taught in script from the blackboard before taking up the book. Thirteen new words are found in the next fable. These should likewise be taught from the blackboard before reading the fable. For the first forty and the following thirteen words, see next page.

After having read the first two fables, the number of new words in any succeeding one is small. What these words are can be readily found by consulting primer pages.

Acknowledgments are due to Charles Scribner's Sons for the use of selections from *Rhymes and Jingles*, by Mary Mapes Dodge.

### THE AUTHORS.

September, 1894.

Digitized by Google

**WORDS TO BE TAUGHT BEFORE READING “THE CROW AND  
THE PITCHER.”**

Pitcher, have, see, I, a, is, it, boy, am, the, bird, can, sing, owl, he, not, tree, she, little, crow, saw, an, and, water, thirsty, stones, in, could, tried, to, with, tip, over, break, get, dropped, flew, came, are, up.

---

**NEW WORDS USED IN “THE FOX AND THE GRAPES.”**

Fox, hungry, again, ran, away, some, eat, them, would, grapes, sour, said, so.

---

The words above are arranged in the order in which they are used in the preliminary sentences.

## CONTENTS.

	PAGE
THE CROW AND THE PITCHER . . . . .	12
THE FOX AND THE GRAPES . . . . .	18
THE BOY AND THE OWL . . . . .	22
THE FOX AND THE CROW . . . . .	24
THE DOG IN THE MANGER . . . . .	28
ROBIN AND PUSSY . . . . .	32
THE CAT AND THE BIRDS . . . . .	34
THE DOG AND THE SHADOW . . . . .	36
THE DOVE AND THE BEE . . . . .	40
THE MOON . . . . .	44
THE MAN AND HIS SHADOW . . . . .	45
DO GOOD . . . . .	47
THE LION AND THE MOUSE . . . . .	49
WHERE ARE THEY ALL ? . . . . .	51
THE FOX AND THE LION . . . . .	52
THE CAT AND THE MICE . . . . .	55
THE BOYS AND THE FROGS . . . . .	57
WHERE HAVE YOU BEEN ? . . . . .	59
THE FOX IN THE WELL . . . . .	60
A LITTLE BOY . . . . .	63
THE BOY AND THE BIRDS . . . . .	64
THREE SHIPS . . . . .	68
THE FOX AND THE CAT . . . . .	68
THE WOLF AND THE GOAT . . . . .	70

THE BOY AND THE WOLF . . . . .	72
THE MAN AND THE LITTLE FISH . . . . .	75
THE FOX AND THE CRAB . . . . .	76
THAT'S WHAT WE'D DO . . . . .	78
THE DONKEY AND THE FROGS . . . . .	80
THE BLIND MAN AND THE LAME MAN . . . . .	84

## THE ALPHABET.

A	a	B	b	C	c
D	d	E	e	F	f
G	g	H	h	I	i
J	j	K	k	L	l
M	m	N	n	O	o
P	p	Q	q	R	r
S	s	T	t	U	u
V	v	W	w	X	x
Y	y	Z	z		&

---

## FIGURES.

1    2    3    4    5    6    7    8    9 / 0

The image shows a single sheet of paper covered in dense, handwritten text in black ink. The handwriting is cursive and appears to be in a language like English or Spanish. There are several prominent, large letters and symbols written in a larger, more stylized font, possibly for emphasis or as part of a title. These include a large 'S' at the top left, a large 'T' in the center, a large 'X' on the right side, and a large 'K' at the bottom right. The rest of the page is filled with smaller, continuous lines of text.

I

\* 1 \*



I have a pitcher. 10

I have a pitcher.

I see a pitcher.

I see a pitcher.

Have I a pitcher?

Have I a pitcher?

Is it a pitcher?

Is it a pitcher?



I see the boy.

See the boy.

I am a boy.

I am a boy.

I see the boy.

I see the boy.

Am I a boy?

Am I a boy?



*I see the bird.*

I see the bird.

*Can the bird sing?*

Can the bird sing?

*The bird can sing.*

The bird can sing.

*Can the bird see the pitcher?*

Can the bird see the pitcher?

\* \* \*



*See the owl.* X

**See the owl.**

*Is the owl a bird?*

**Is the owl a bird?**

*Can the owl sing?*

**Can the owl sing?**

*He can not sing.*

**He can not sing.**



I see the tree. +

I see the tree.

Can she see the tree?

Can she see the tree.

Is the tree little?

Is the tree little?

It is not a little tree.

It is not a little tree.



I can see the crow.

The boy saw the crow.

I can see the crow.

The boy saw the crow.

The crow saw an owl.

I saw a crow and an owl.

The crow saw an owl:

I saw a crow and an owl.

I see the water.

I see the water.

I see the stones in the water.

I see the stones in the water.

Is the boy thirsty?

Is the boy thirsty?

The little boy is thirsty.

The little boy is thirsty.

He is a thirsty little boy.

He is a thirsty little boy.

Is the crow thirsty?

Is the crow thirsty?

See the stones in the water.

See the stones in the water.

*The owl tried to sing.*

The owl tried to sing.

*He could not.*

He could not.

*The crow tried to sing.*

The crow tried to sing.

*She could not sing.*

She could not sing.

*The little boy tried to sing.*

The little boy tried to sing.

*He could sing.*

He could sing.

*The owl could not see the boy.*

The owl could not see the boy.

The boy saw a pitcher  
with a little water in it.

The boy saw a pitcher  
with a little water in it.

He tried to break it.

He tried to break it.

He could not break it.

He could not break it.

He tried to tip it over.

He tried to tip it over.

He could tip it over.

He could tip it over.

I saw the boy tip it over.

I saw the boy tip it over.

*I can get a stone.*

I can get a stone.

*He dropped a stone into the water.*

He dropped a stone into the water.

*Could the boy get the stone?*

Could the boy get the stone?

*The owl flew to the water.*

The owl flew to the water.

*She could not see the boy.*

She could not see the boy.

*The boy tried to get the owl.*

The boy tried to get the owl.

*She flew into a tree.*

She flew into a tree.

The crow and the owl are birds.

The crow saw a pitcher  
and flew to it.

She tried to break the pitcher.

The crow could not break it.

A little boy came to get it.

The crow flew up into a tree.

---

The crow and the owl are birds.

The crow saw a pitcher  
and flew to it.

She tried to break the pitcher.

The crow could not break it.

A little boy came to get it.

The crow flew up into a tree.



---

## The Crow and the Pitcher.

A thirsty crow saw a pitcher  
with a little water in it.

She flew to it.

She tried to get the water.

She could not get it.

She tried to break the pitcher.

She could not break it.

She tried to tip it over.

She could not tip it over.

She dropped little stones into it.

The water came up in the pitcher  
and she could get it.

---

A thirsty crow saw a pitcher  
with a little water in it.

She flew to it.

She tried to get the water.

She could not get it.

She tried to break the pitcher.

She could not break it.

She tried to tip it over.

She could not tip it over.

She dropped little stones into it.

The water came up in the pitcher,  
and she could get it.



fox              hungry              again

Is the fox hungry?

Is he thirsty?

He is hungry and thirsty.

He could not get the water.

He tried again and again.

Is he not a little fox?

The fox saw the crow in the tree.

Could the fox get up the tree?

ran away some

A little boy came with a pitcher  
to get some water.

The fox saw him and ran away.

The boy saw some stones in the water.

He tried to get the stones.

He tried again and again.

He could not get the stones.

He dropped the pitcher  
into the water.

He saw the owl in the tree.

Could the owl see the stones  
in the water?

The owl could not see the stones.

The owl could not see the boy.

The owl flew to the water.

The little boy ran away.



eat    would    them    grapes

See the grapes.

The little boy saw them.

He ran to get them.

Could he eat them?

I can eat grapes.

The birds eat grapes.

Would the fox eat grapes?

The fox would eat them.

sour        said        so

Are the grapes sour?

Would the boy eat sour grapes?

Would the fox eat sour grapes?

The grapes are not sour.

Can the boy get them?

Can the birds get them?

Can the fox get them?

The boy said he could get them.

He tried to get them. He could not.

So he ran away.

Are the grapes in a tree?

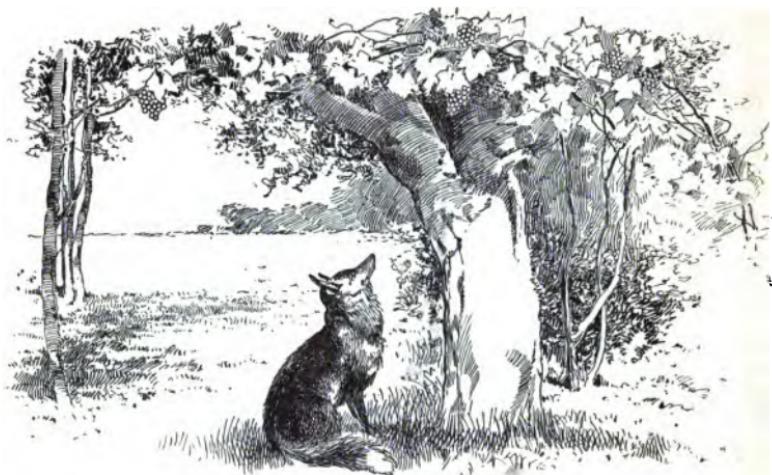
The grapes are in a tree.

So the boy can not get them

and the fox can not get them.

The birds can get them.

The owl can get them.



## *The Fox and the Grapes.*

*A hungry fox saw some grapes  
in a tree.*

*He ran to them  
and tried to get them.*

*He could not.*

*He tried again and again.*

He could not get them.

So he said, "The grapes are sour.

I would not eat them."

and he ran away.

#### THE FOX AND THE GRAPES.

A hungry fox saw some grapes  
in a tree.

He ran to them  
and tried to get them.

He could not.

He tried again and again.

He could not get them.

So he said, "The grapes are sour.  
I would not eat them."

and he ran away.



on        barn        went        hay

I see a barn.

I see some hay.

Is the hay in the barn?

A little boy went into a barn.

I saw the boy on the hay.

I see a bird on the barn.

I can get up on the hay.

The hay is not in the barn.

lay      down      out      about

The boy came out.

He lay down on the hay.

A bird flew about the barn.

I could see the bird.

The boy could not see the bird.

The fox was thirsty.

He went into the barn

and tried to get some water.

He could not get the water.

He saw the boy on the hay

and he ran away.

The owl flew into the barn.

He came out again.

The little boy saw the owl

and the little boy ran away.

The owl flew into a tree.



A little boy went into a barn,  
And lay down on some hay;  
An owl came out and flew about,  
And the little boy ran away.

A little boy went into a barn,  
And lay down on some hay;  
An owl came out and flew about,  
And the little boy ran away.

of      piece      meat      you

I have a piece of meat.

Have you a piece of meat?

It is a little piece.

Would you eat the meat?

Would the birds eat it?

Some birds would eat it.

Would the crow eat it?

Would the fox eat it?

The crow would eat the meat  
and so would the fox.

I saw a bird with a piece of meat.

She flew into a tree with it.

The owl saw the bird  
and tried to get the meat.

The owl could not get it.

The bird flew away with it.



### *The Fox and the Crow.*

*A crow with a piece of meat  
flew into a tree.*

*A hungry fox saw the crow  
and ran to the tree.*

*He said to the crow,*

"You are a pretty bird.  
Can you sing?"

The crow tried to sing  
and dropped the meat.

The fox ran away with it.

#### THE FOX AND THE CROW.

A crow with a piece of meat  
flew into a tree.

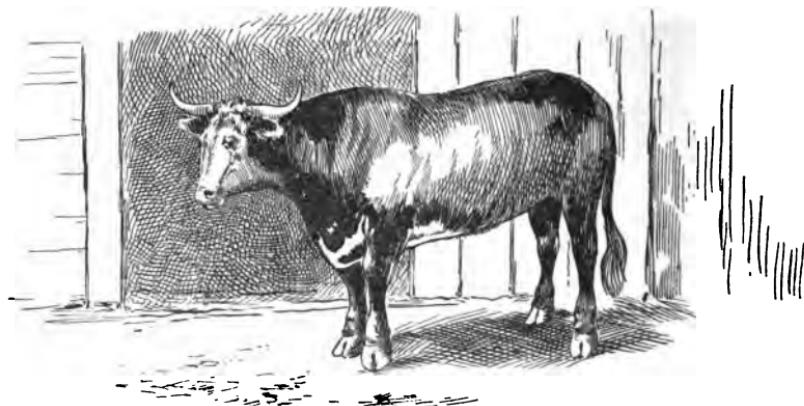
A hungry fox saw the crow  
and ran to the tree.

He said to the crow,

" You are a pretty bird.  
Can you sing ? "

The crow tried to sing  
and dropped the meat.

The fox ran away with it.



ox

but

let

Can you see the ox?

The ox went into the barn

but he came out again.

Let the ox have some hay.

I saw the ox eat some hay.

He came into the barn to get it.

He tried to get the hay

but he could not.

The boy let the ox have some,

but the ox was not hungry.



no        growled        dog

**It is a dog.**

**He saw the ox in the barn.**

**The ox came out**

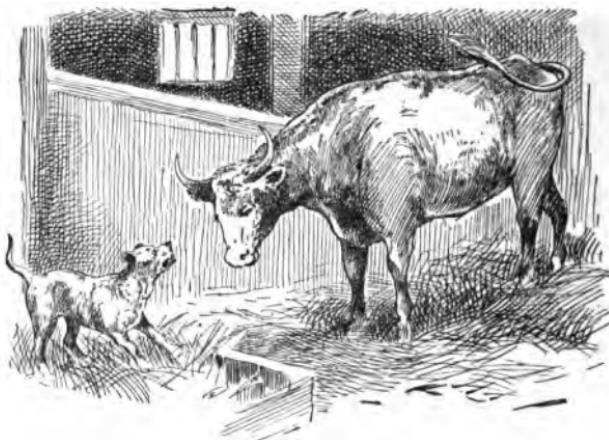
**and the dog growled.**

**Can the dog eat hay?**

**No, the dog can not.**

**Can the dog eat meat?**

**The boy let the dog have some.**



## The Dog in the Manger.

A dog went into a barn  
and lay down on some hay.

An ox came in to eat the hay.  
The dog growled.

"Can you eat the hay?" said the ox.  
"No," growled the dog.

"I can," said the ox. "I am hungry."

So he tried to get the hay,  
but the dog growled again  
and the ox went away.

The dog could not eat the hay  
and he would not let the ox eat it.

---

A dog went into a barn  
and lay down on some hay.

An ox came in to eat the hay.

The dog growled.

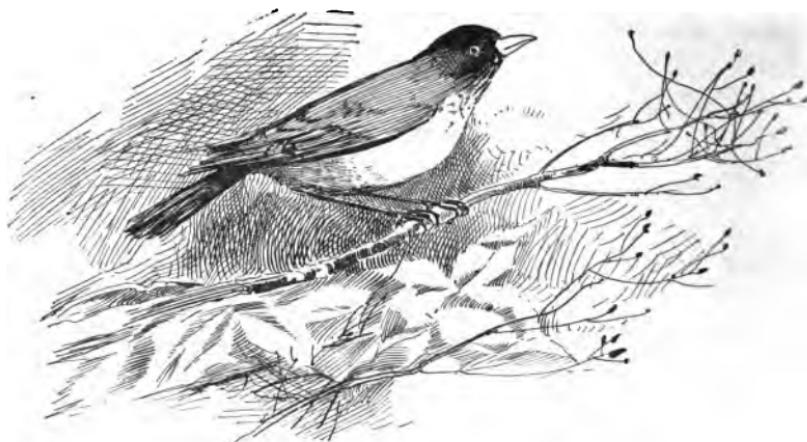
“Can you eat the hay?” said the ox.

“No,” growled the dog.

“I can,” said the ox. “I am hungry.”

So he tried to get the hay,  
but the dog growled again  
and the ox went away.

The dog could not eat the hay  
and he would not let the ox eat it.



me      Robin Redbreast      sat

See the robin.

It is Robin Redbreast.

Is the robin a bird?

The crow, the owl, and the robin  
are birds.

Can Robin Redbreast sing?

Let me see the robin.

Robin Redbreast sat upon a tree.

I sat down on a stone

and he could not see me.



Pussy Cat      catch      if

Can you see the cat?

I can see Pussy Cat.

Would Pussy catch the robin?

Pussy would catch the robin  
if she could.

I would not let Pussy Cat  
catch the robin.

Pussy Cat ran up a tree  
but the robin flew away.

Would the cat eat the robin?



Little Robin Redbreast

sat upon a tree,

Up went Pussy Cat,

down went he.

Down went Pussy Cat,

away Robin ran.

Said little Robin Redbreast,

“Catch me if you can!”



house      doctor      sick

A little boy is in the house.

He is sick.

A doctor is in the house.

He came to see the sick boy.

The birds sing about the house,

but the boy can not see them.

The doctor said he could get up

if he would eat.

they were thought that

He thought that he saw a bird  
upon the barn.

He was thirsty but not hungry.

He could not eat

so he lay down again.

He could see the trees.

The birds were in them.

The little boy thought

that if he were a bird  
he would not get sick.

---

#### THE CAT AND THE BIRDS.

Some birds were sick.

The cat went to see

if they would have a doctor.

He tried to get into the bird house  
but he could not.



So he said, "Lét me in.

I thought you were sick.

I am a doctor."

The birds saw that it was the cat.  
They said, "You can not get in.  
Some birds in the house are sick,  
but they can not see a doctor  
that would eat them."

bigger      brook      shadow

That is a brook.

See the water in the brook.

I can see the shadow of a tree  
in the brook.

He dropped a stone into the brook.

He tried to get a bigger stone.

I could see a bigger stone  
down in the water.

---

#### THE DOG AND THE SHADOW.

had      other      another

A dog with a piece of meat  
came to a brook.

Down in the water, he thought  
that he saw another dog  
with a bigger piece.

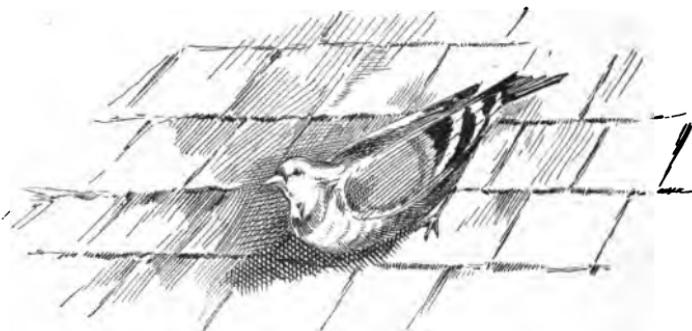


So he dropped the piece he had  
and tried to get the other.

He could not get it  
and so he had no meat.

The piece he dropped was down  
in the water.

The other dog and the other piece  
that he tried to get  
were shadows.



dove      shoot      day

See the pretty dove.

Would the boy shoot the dove?

I would not shoot a dove?

Could you shoot a dove?

I saw a dove the other day.

The dove went to the brook

to get some water.

I thought the dove flew away.

The boy is thirsty to-day.

Are you thirsty to-day?

bee            stung            him

I see a little bee.

Can you see him?

The bee flew to the brook.

The bee went to the brook  
to get some water.

The little boy saw him.

The boy ran to the brook.

He tried to catch the bee.

The bee stung him.

Another little boy went down  
to the brook.

He tried to catch a bee  
and the bee stung him.

Were you with the boys?

No, the boys went to the brook,  
but I went into the house.



**THE DOVE AND THE BEE.**

was      leaves      saved      fell

A thirsty little bee went to the brook  
to get some water.

He fell into the water.

A dove in a tree saw him.

The dove dropped some leaves  
into the brook.

They fell so that the bee could get  
upon them.



The bee was saved.

The dove had saved the little bee.

Another day, the bee saw a boy  
about to shoot the dove.

He flew and stung him.

The boy could not shoot  
and the dove flew away.

The dove was saved.

The little bee had saved the dove.



lady        all        love        loving

Can you see the lady?

The little boy said to the lady,

“I love you.

I love the birds.

I love all that love me.”

The lady said to him,

“You are a loving little boy.”

Are all little boys loving?

roving whom sea moon

Whom are you loving?

If you would love them,  
they would love you.

The dog is roving about.

The boys are roving  
about the house.

I saw the birds in the trees.

Were they roving about?

Whom were you with?

Can you see the sea?

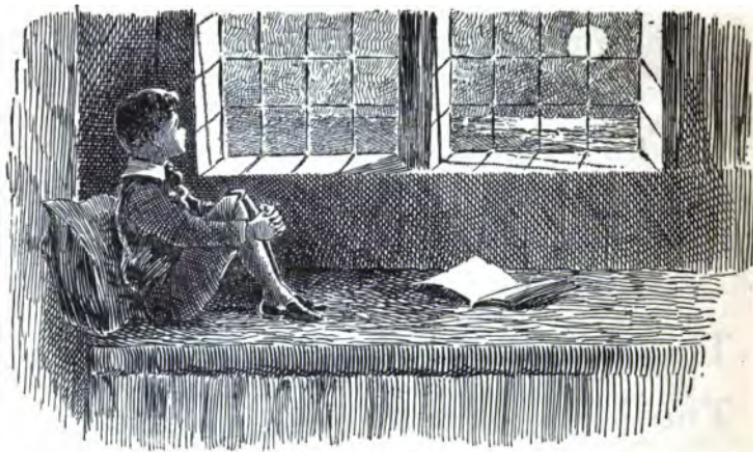
Can you see the moon?

The moon is roving over the sea.

A little boy saw the moon  
and said, "That is Lady Moon."

With whom was the little boy?

He was with the lady.



where        God        bless  
I see the Moon,  
and the Moon sees me;  
God bless the Moon,  
and God bless me!

---

Lady Moon, Lady Moon,  
where are you roving?  
“Over the sea.”  
Lady Moon, Lady Moon,  
whom are you loving?  
“All that love me.”

man      his      fast

Can you see the man?

Can you see his shadow?

The man tried to catch the fox.

He thought he could catch him

but the fox ran so fast

that he could not.

The dog tried to catch the fox

but the fox ran so fast

that the dog could not catch him.

---

THE MAN AND HIS SHADOW.

as      just

A man thought

that he would catch his shadow.

He tried to catch it

but it ran away.



He tried again,  
and ran as fast as he could.  
The shadow ran away just as fast.  
So the man said,  
“I thought that I could catch it.  
I have tried again and again  
and I can not.”

The man went away and the shadow  
that he could not catch  
tried to catch him.

people      good      long

That is just as long as the other.  
Are you good all the day?  
Just as long as you are good,  
    people will love you.

Was the dog good to the ox?  
The birds thought that the cat  
    could not get them.

The people could see the moon  
    roving over the sea.

Where are all the people?

---

do      way

Do all the good you can,  
In all the ways you can,  
To all the people you can,  
Just as long as you can.

lion      mouse      will      go

I can see the lion.

Do you see the mouse?

Are they hungry?

Will the hungry lion

    let the little mouse go?

If you were a lion,

    would you let the mouse go?

Would the lion eat the mouse?

The boy said to the man,

    “I will do it.”

The man thought

    that the little boy was good.

The dove saved the bee

    and the bee saved the dove.

If you will let me go,

    I will get it for you.



### THE LION AND THE MOUSE.

net      much      what      for

A hungry lion had a mouse  
and was about to eat him.

The mouse saw  
that he could not get away  
and that the lion would eat him.  
So he said to the lion,  
“If you will let me go,  
some day I will do as much for you.”

The lion little thought  
that the mouse could do  
as he said he would,  
but he let him go.

Another day, the mouse saw  
that the lion was in a net  
and that he could not get out.

The mouse ran up to the net  
as fast as he could.

“I will let you out,”  
said the little mouse.

He let the lion out  
and the lion ran away.

The little mouse had saved him  
as he said he would.

In what way was the lion saved?  
What could a little mouse do?



**WHERE ARE THEY ALL?**

girl

there

oh

Oh, where are all the good little girls,  
Where are they all to-day?  
And where are all the good little boys,  
Where are they all to-day?

---

Where there is a will,  
there is a way.

afraid      met      when

Do you see the fox and the lion?

Is the fox afraid of the lion?

When he met the lion

the fox was afraid of him.

Was the lion hungry

when he met the fox?

The fox met the lion again.

It was on another day.

Was the mouse afraid of the lion

when he saw the lion in the net?

---

#### THE FOX AND THE LION.

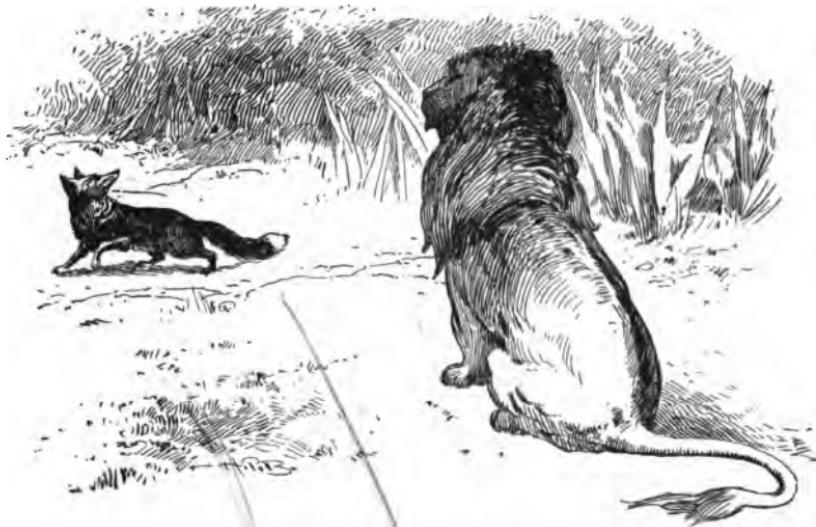
never      at      spoke

The fox had never met the lion.

So, when he saw him, one day,

he was much afraid

and ran away as fast as he could.



Another day, he met the lion again.  
He was again afraid,

but as he ran away, he said,  
“I thought that the lion  
was bigger.”

When he met him again,  
he was not at all afraid,  
for he went up to him  
and spoke to him.

mice      know      think      us

You know that cats catch mice.

Do you know that cats eat mice?

Do you think Pussy could catch a mouse  
if she were hungry?

The mice are afraid of the cat.

Do you think that the birds  
were afraid of the cat?

I think they were.

The cat tried to think of some way  
to get the birds.

They said, "You can not get us."

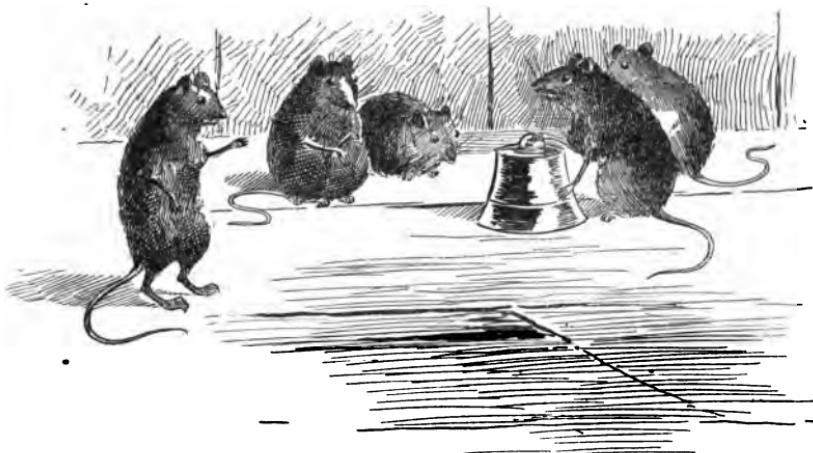
A sick bird said,

"Let us get another doctor."

Another bird said,

"Let us see where the cat is.

I know she is somewhere about."



THE CAT AND THE MICE.

bell                      put                      play

The mice in a house  
were much afraid of the cat.  
So they met and tried to think  
of some way to let them know  
when she was about.  
“Put a bell upon Pussy,” said a mouse.  
“That is a good way! Let us do it!”  
they all said.

“I have the bell,” said another,  
“Where is the mouse  
that will put it upon Pussy?”  
But no mouse would put the bell  
upon the cat.

---

When the cat's away,  
The mice will play.

---

this                          fun

“Let us have some fun,” said the boys.  
They were down at the brook.  
“See this stone. Is it not pretty?  
Oh, this is fun,” said they.  
For and get is forget.  
The boys were not to go  
    into the water.  
They tried not to forget.



**THE BOYS AND THE FROGS.**

frog              killing

Some boys went down to a brook  
where there were some frogs.  
As fast as the frogs came out,  
the boys would stone them.  
“Boys,” said a frog, “this is fun  
for you, but do not forget  
that it is killing us.”

chair            been            under

I saw a mouse under a chair.

Where could Pussy have been?

What a Pussy Cat! Where were you?

You were out in the barn, were you?

What were you out there for?

Oh, you were thirsty.

The mouse ran from under the chair  
when he saw me.

I do not know where he went.

If you had been here,

you could have had some fun.

I am afraid that you are not  
a good Pussy Cat.

It was not the mouse that saved the lion.

What is it? What mouse was it?

It was the little mouse under the chair.



London      town      Queen      I've  
Pussy Cat, Pussy Cat !  
Where have you been ?  
I've been to London to see the Queen.  
Pussy Cat, Pussy Cat !  
What saw you there ?  
I saw a little mouse under a chair.

---

Up, down ! Up, down !

All the way to London town.



**THE FOX IN THE WELL.**

wolf            stand            well            then

A fox fell into a well.

There was a little water  
in the well.

He had to stand in the water,  
for he had tried to get out  
and could not.

But a wolf saw him,  
as he fell into the well.



The wolf came to the well.

“Good,” said the fox,

when he saw the wolf.

“Here is the wolf.

He will get me out.”

Then he said to the wolf,

“Good wolf, will you  
get me out of this?”

“Well, well,” said the wolf,

“I thought it was you.

You are in the water,

are you not?”

“Get me out,” said the fox,

“and then I will let you know  
all about it.

I can not stand in this water all day.”



look                      hat

Look at this little boy.  
Do you know him?  
Oh, see the little birds.  
Where is the boy's hat?  
Can you see what is in it?  
Do you think he is a good boy?  
What will he do with his hat?

tell                  did                  here

Can you tell?

Do you think he will put it on?

Is this fun for him?

Is it fun for the birds?

Where are the other boys?

They are not here.

Did they know

    that the birds were here?

The little boy did not tell them.

Little boy, you forget

    what the frog said to you.

---

Here is a little boy,

Look at him well,

Think if you know him,

If you do, tell.

THE BOY AND THE BIRDS.

does            laughed            now

A boy put some little birds  
    into his hat.

He then put on his hat  
    with the little birds under it.

When he did so, he thought  
    that people would not know  
    what was under it.

As he came into the town  
    he did not tip his hat  
    to the people whom he met.

The people saw this.

They did not know  
    what to think of it.

So a man said, "Let me see  
    if I can tip his hat for him."

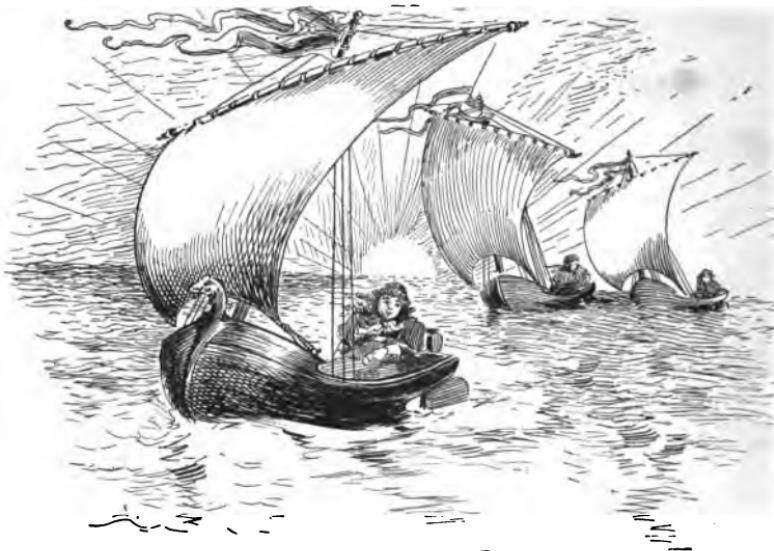
As the man did this,  
the birds that were under the hat,  
flew away.

Then all the people laughed.  
And now, if a boy does not tip his hat,  
people think, "There are little birds  
under his hat."

---

New Year's      three      morning

When is New Year's day?  
I know when New Year's is.  
Three little girls came to see me  
New Year's day.  
They did not know it was New Year's.  
What do you think they had with them?  
They had three pretty little dogs.  
It was New Year's day in the morning.



**THREE SHIPS.**

ship        by        come        sailing

I saw three ships come sailing by,  
Come sailing by, come sailing by,  
I saw three ships come sailing by,  
New Year's day in the morning.

And what do you think was in them?  
Was in them then, was in them then,  
And what do you think was in them?  
New Year's day in the morning.

Three pretty girls were in them then,  
Were in them then, were in them then,  
Three pretty girls were in them then,  
New Year's day in the morning.

I saw three ships come sailing in,  
On New Year's day, on New Year's day,  
I saw three ships come sailing in,  
New Year's day in the morning.



### THE FOX AND THE CAT.

her              trick              one

“Pussy,” said the fox to the cat,  
as he met her one day,  
“I thought I saw some dogs  
as I came along.

What would you do  
if they came upon us?”

“I have but one trick,” said the cat,  
“if I did not get away by that,  
the dogs would catch me.”

The fox laughed and said,  
“But one trick! Is that all?

If I had but one, I should be  
afraid to come out at all.

Now, you see, with me,  
if I do not get away by one trick,  
I can by another.”

Just then, the dogs came upon them  
as fast as they could run.

The cat ran up a tree and sat down  
where the dogs could not get at her.

Her one trick saved her.

But the fox with all his tricks  
did not get away.



## **THE WOLF AND THE GOAT.**

**cried**                    **goat**

A wolf saw a goat one morning.  
The wolf was hungry.  
So he thought that he would  
catch the goat and eat her.

But the goat was up  
where he could not get at her.  
So he cried out to her,  
“Pretty goat, look out!  
Are you not afraid away up there?  
Come down here where I am.  
You can get as much to eat  
down here.”  
“Are you hungry?” cried the goat.  
“I know you would eat me  
if you could get me.  
I think I can not go down there  
to-day.”  
And the goat laughed at the wolf  
as he ran about.  
The goat saw that she was  
where the wolf could not get at her.



### THE BOY AND THE WOLF.

sheep      we      men      stay

A boy had to stay with some sheep  
to see that the wolf did not come  
and get them.

One day, he thought  
that he would have some fun.

So he cried out,  
“The wolf! the wolf!  
the wolf is here!”

At this, some men came,  
as fast as they could,  
to catch the wolf.

The boy laughed at them and said,  
“There is no wolf here.  
I cried out in fun.”

The men said they did not see the fun  
in it and went away.

Again, on another day,  
the boy cried out,  
“The wolf! the wolf!  
the wolf is here!”

But the men said, one to the other,  
“The wolf is not there.

The boy is in fun  
as he was the other day."

They did not go to see  
But the boy was not in fun.

The wolf was there  
and was killing the sheep.

So the boy ran to the men  
and cried, "Oh, do come !

The wolf is there now  
and is killing all the sheep."

The men laughed at him and said,  
"We went the other day,  
when you cried 'Wolf !'  
but the wolf was not there.

So, to-day, we know  
that you are in fun,  
and we will not go."

THE MAN AND THE LITTLE FISH.

why    caught    fish    should

One day, a man caught a little fish.

The fish was much afraid

when he came out of the water.

The fish could not get away.

The man had him fast.

So he said to the man,

“See what a little fish I am!

Do let me go!

By and by, when I am bigger,

you can catch me again.”

“No,” said the man,

“I will not let you go.

I have you now.

Why should I let you go.

I know you are a little fish.

But if I let you go now,  
when you are bigger  
you will know so much  
that I can not catch you then."

---

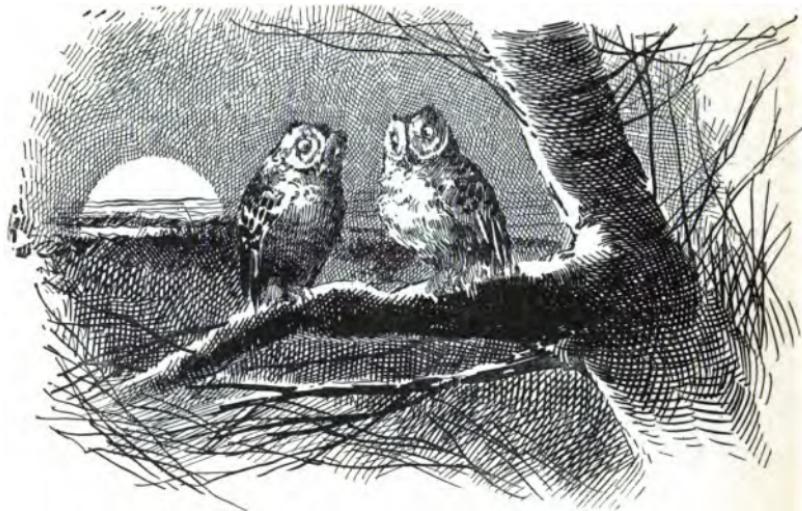
THE FOX AND THE CRAB.

crab                  going                  sand

A hungry fox, as he ran along  
one morning, came upon a crab.  
The crab had come out of the water  
to play upon the sand.  
When he saw the crab, the fox thought,  
"Well, this is good.  
Here is a crab for me,  
just when I am so hungry."  
Then the fox ran and caught  
the crab.



The crab could not get away.  
He saw that the fox was about  
to eat him.  
He said, "This is for going  
where I should not.  
Oh, why did I come out  
of the water!  
If I had not come out upon the sand  
the fox would not have caught me."



THAT'S WHAT WE'D DO.

two                  bough                  wink

If you were an owl,  
And I were an owl,  
And this were a tree,  
And the moon came out,  
I know what we'd do.  
You'd look at me,  
And I'd look at you,

That's what we'd do,  
When the moon came out.

We would stand, we two,  
On a bough of the tree;  
You'd wink at me,  
And I'd wink at you;  
That's what we'd do,  
When the moon came out.

I know what we'd do  
(That is, I and you);  
Why, you'd sing to me,  
And I'd sing to you;  
That's what we'd do,  
When the moon came out.



#### THE DONKEY AND THE FROGS.

donkey      back      help      always

One day, as a donkey  
was going over a brook  
with some boughs on his back,  
he fell down in the water.

He tried to get up.

He could not, for he had the boughs  
on his back.

So he lay there in the water  
and cried out for some one  
to help him.

“Is he afraid of a little water?”  
said the frogs.

“What would he do,  
if he had to stay here always,  
as we do?”

---

**THE BLIND MAN AND THE LAME MAN.**

lame        blind        your        walk

A blind man met a lame man.

He said to the lame man,

“Will you not help me?”

“Help you,” cried the lame man,

“Why, I can not help you,

for I am lame.

You look as if you could get along without help."

"I look so," said the other,  
"but I can not.

I can not see. I am blind."

"We should help one another,"  
said the lame man.

"Let me get upon your back.  
We can get along in that way  
Then you can walk for me  
and I can see for you."

"Good!" said the blind man,  
"We should help one another."

So they went on, with the lame man  
upon the blind man's back.

## WORD-BUILDING.

---

### TO THE TEACHER:

As early as possible the child should be trained to build new words out of elements with which he is familiar. He has been taught, for example, to know *an* and *me*. When he pronounces *me*, he gives the sound of *m*. By slow pronunciation, lead him to give this sound alone and then to add *an* making *man*. Children show decided aptitude for this work. In the following lists are found 51 of the 160 words used in the reading lessons which follow "The Crow and the Pitcher," together with about 500 other words. These may all be taught in a brief time by giving regularly short exercises in word-building. These exercises may begin after the child has learned to recognize the first forty words and has read the first fable.

an —	eat	it —
c an	b eat	b it
f an	h eat ✗	f it
m an	m eat ✗	h it
p an	n eat ✗	l it
r an	s eat	s it
t an		
	in —	a w ay
and	b in	w ay
b and	f in	b ay
h and	p in	d ay
l and	t in	h ay
s and	w in	l ay
		m ay
owl	c ould	p ay
f owl	w ould	r ay
h owl	sh ould	s ay

f ox	so —	h e
ox	n o —	sh e
b ox	g o	b e
		m e
g et	n ot	w e
b et	g ot	
l et	h ot	s aw
m et	l ot	c aw
n et	p ot	l aw
s et	r ot	p aw
w et		r aw
	t ip	
cr ow	d ip	c ame
r ow	h ip	g ame
b ow	l ip	l ame
l ow	r ip	s ame
m ow	sh ip	t ame

up	t ried	s ing
c up	c ried	r ing
p up	d ried	w ing
	f ried	th ing
w ent		br ing
b ent	<u>b ut</u>	f l ing
l ent	c ut	
r ent	h ut	tr ee
s ent	n ut	b ee
	sh ut	s ee
out		f l ee
p out	d og	
tr out	b og	d own
	f og	g own
s our	h og	t own
our	l og	cr own
f l our	f l og	dr own

s at	c atch	shad ow 9
at	m atch 8	sh ad
b at	l atch	h ad
c at	p atch 6	b ad
f at	h atch 7	l ad
h at		gl ad
m at	s ick	m ad
r at	l ick 5	s ad
p at	n ick	
th at	p ick 4	br ook 10
fl at	t ick	r ook
	st ick 5	b ook
other	w ick 6	c ook
m other	br ick	h ook
sm other	pr ick	sh ook
br other	th ick	l ook
an other	tr ick 3	t ook

is	h ouse	d og
h is	m ouse	fr og
d ove	s aved	th ought
l ove	w aved	ought
gl ove	sh aved	b ought
sh ove		br ought
	h im	
f ell	d im	fl ew
b ell	r im	d ew
s ell	T im	dr ew
t ell	tr im	gr ew
N ell	br im	ch ew
w ell		f ew
y ell	am	m ew
sh ell	h am	n ew
sm ell	r am	p ew

l ittle	over	th em
br ittle	cl over	st em

as	b oy	b igger
h as	t oy	d igger

st ung	all	it
h ung	b all	w it
r ung	c all	p it
s ung	f all	sp it
l ung	h all	sl it
cl ung	t all	
sl ung	w all	fast
	sm all	c ast
m oon		l ast
n oon	wh ere	m ast
s oon	th ere	p ast

\* 90 \*

bl ess	j ust	cr ow
l ess	d ust	fl ow
B ess*	m ust	bl ow
m ess	r ust	sl ow
pr ess	cr ust	gr ow
tr ess	tr ust	sh ow

s ea	f or	n ever
p ea	or	ever
t ea	n or	cl ever

G od	sp oke	l ay
c od	p oke	cl ay
h od	br oke	pl ay
n od	ch oke	gr ay
r od	sp oke	pr ay
s od	sm oke	st ay

m uch              l ong              an

s uch              s ong              th an

t o              g ood              in

d o              w ood              sp in

wh o              st ood              th in

wh en              th ink              f un

h en              ink              b un

th en              dr ink              g un

d en              p ink              r un

m en              s ink              s un

p en              l ink              sp un

t en              w ink              sh un

l ady              g irl              us

sh ady              wh irl              th us

love	rove	have
loving	roving	having
do	see	sing
doing	seeing	singing
break	shoot	catch
breaking	shooting ✓	catching ✗
saved	growled	dropped
save	growl	drop
saving	growling	dropping ✗
go	kill	eat
going	killing	eating
big	bigger	biggest

and	Qu een	under
st and	s een	bl under
gr and ↗	gr een ↗	th under ↗
ch air	m ice	d id
h air	d ice	b id
f air	n ice	h id
p air	sl ice	k id
st air	sp ice ✗	l id
y ear ↗	sh eep	n ow
ear	d eep	b ow
d ear	k eep	c ow
f ear	w eep	h ow
h ear	sw eep ✗	r ow
n ear	sl eep	s ow
t ear	st eep	br ow
sp ear	cr eep ↗	pl ow

b y	b ack	s aved
cr y	h ack	s ave
fl y	l ack	c ave
fr y	p ack	g ave
sl y	s ack	p ave
sk y	t ack	w ave
tr y	r ack	br ave
wh y	J ack	gr ave
sp y	bl ack	sl ave
th y	cr ack	sh ave
st y	st ack	
sh y	tr ack	bl ind
pr y	qu ack	b ind
		f ind
f ish	c aught	k ind
d ish	aught	m ind
w ish	t aught	w ind

one	c ome	you
d one	s ome	you r

cr ab	m orn ing	x g oat
dr ab	m orn	oat
gr ab	b orn	b oat
st ab	c orn	c oat
sl ab	h orn	fl oat

I have	you have	we have
I've	you've	we've

I would	you would	we would
I'd	you'd	we'd

that is	it is	he is
that's	it's	he's

crow	bird	fox
crows	birds	foxes
pitcher	grape	ox
pitchers	grapes	oxen
stone	dog	lady
stones	dogs	ladies
tree	house	man
trees	houses	men
boy	dove	mouse
boys	doves	mice
owl	goat	sheep
owls	goats	sheep

crow	bird	fox
crow's	bird's	fox's

pitcher	grape	ox
pitcher's	grape's	ox's

stone	dog	lady
stone's	dog's	lady's

tree	house	<del>man</del>
tree's	house's	man's

boy	dove	mouse
boy's	dove's	mouse's

owl	goat	sheep
owl's	goat's	sheep's



## **ADVERTISEMENTS.**



**J. R. Rightsell**, *Superintendent of Schools, Little Rock, Ark.*: It is just the book needed in many high schools where only a three-years' course can be taken for the study of Latin.

**F. C. Barnes**, *Principal of Troy Academy, Troy, N. Y.*: It is the best beginner's book that I have ever seen, though I have examined a considerable number of such books and have used several.

**H. E. Hardy**, *High School, Methuen, Mass.*: We have just introduced it in our high school and I think the book a fine one. The arrangement seems to me excellent and the whole thing quite simple.

**Horace Ellis**, *Superintendent of Schools, Mt. Vernon, Ind.*: My ideal of a beginner's book in Latin.

**Arthur L. Wolfe**, *Department of Latin, Park College, Parkville, Mo.*: There is no better First Book in Latin on the market, nor any that presents so much material within so easy compass.

**Lee S. Pratt**, *Professor of Latin, Knox College, Galesburg, Ill.*: This little book is quite in line with the most advanced thought on Methods of Latin teaching in American preparatory schools.

**B. W. Perkins**, *Instructor of Latin, High School, Lock Haven, Pa.*: The clearest and best beginner's book.

**Geo. T. Ettinger**, *Professor of Latin, Muhlenberg College, Allentown, Pa.*: Deserves the best that can be said of a text-book.

**Jno. T. Shaw**, *Department of Latin, Oberlin College, Oberlin, Ohio*: Will save a class weeks of work in the preparation for Caesar.

**W. B. Jones**, *Principal of High School, Stamford, Conn.*: We think you have hit the mark.

**A. W. Rogers**, *Superintendent of Schools, Stockbridge, Mass.*: In every way satisfactory.

**R. A. Townsend**, *Professor of Latin, Boys' High School, Reading, Pa.*: I am highly pleased with the First Latin Book. I have always thought the principles of Latin Grammar should be included in the same book with the exercises instead of compelling such very young pupils to hunt through the large Latin Grammar. I wish the work abundant success.

**Horace Phillips**, *Principal of High School, Kewanee, Ill.*: An excellent little book, which has the virtues of simplicity, attractiveness, variety, scope and brevity.

**A. P. Montague**, *Dean of Columbian College, Washington, D.C.*: It is an excellent work, thorough, sufficiently simple and logical in its treatment of the subject.

**O. H. F. Corprew**, *Professor of Latin, Central College, Fayette, Mo.*: A very good introductory book.

**H. A. Sanders**, *Instructor in Latin, University of Michigan, Ann Arbor, Mich.*: A thoroughly satisfactory first year's work for our best High Schools.

**C. L. Mitchell**, *Principal of High School, Wareham, Mass.*: The book itself is a work of art.

**F. A. Cook**, *Teacher of Greek, High School, Yonkers, N. Y.*: Contains all that is needed to make it thorough and enjoyable to the class.

**Mrs. A. A. Knight**, *Teacher of Latin, High School, Pittsfield, Mass.*: I am using it with much pleasure.

**Jas. H. Hays**, *Department of Latin, State Normal School, Greeley, Colo.*: My idea of a beginner's book.

**J. H. Dillard**, *Professor of Latin, Tulane University, New Orleans, La.*: Eminently satisfactory.

### The New Gradatim.

Revised and edited by WILLIAM C. COLLAR, Head-Master of Roxbury Latin School, Boston. 12mo. Cloth.      pages. Mailing price, ; for introduction,

ATTENTION is called to the following improvements in this book: (1) The first twenty anecdotes, instead of following the English order of words, as they still do in an American reprint, are written in idiomatic Latin. (2) Fourteen anecdotes of questionable taste, or lacking in point and interest, have been withdrawn, and two selections from Ritchie's *Fabulae Faciles* have been added with the permission of the author. (3) Synonymous words and references to the previous occurrence of words are given at the foot of the page. (4) Notes have been added and the vocabulary has been reconstructed.

### A Straight Road to Cæsar.

For Beginners in Latin. By the late GEORGE H. WHITE, formerly Principal Oberlin College Preparatory School, and GEORGE W. WHITE, Superintendent Oberlin Public Schools. Square 12mo. Cloth. xiv+223 pages. Mailing price, \$1.25; for introduction, \$1.12.

THE aim of this book is indicated by the title. Cæsar is almost universally the first Latin author read by American students, but it is too difficult to be read freely without definite preparation.

### First Steps in Latin.

By R. F. LEIGHTON, Ph.D. (Lips.), Author of *Latin Lessons, Greek Lessons, etc.* 12mo. Half-morocco. 518 pages. Mailing price, \$1.25; for introduction, \$1.12.

THE aim of this book is to furnish pupils with a complete course in Latin for one year, based on Cæsar, with exercises for sight-reading, and a course of elementary reading.

Charles Fish, *Principal of High School, Brunswick, Me.*: It is an admirable book for the first year in Latin.

### New Latin Method.

A Manual of Instruction in Latin, on the basis of Allen & Greenough's Latin Method, prepared by J. H. ALLEN. 12mo. Cloth. 263 pages. Mailing price, \$1.00; for introduction, 90 cents.

*An Introduction to the Verse of Terence.*

By H. W. HAYLEY, Ph.D., Tutor in Latin, Harvard University. 12mo. Cloth. vi + 25 pages. Mailing price, 35 cents; for introduction, 30 cents.

THIS little work is intended for the use of college men who are beginning the study of Terence, and aims to state in clear and concise form the metrical facts most important for them to know.

*Leighton's Latin Lessons.*

By R. F. LEIGHTON, Ph.D. (Lips.). Revised Edition, with full Vocabularies prepared by R. F. PENNELL. 12mo. Half-morocco. xviii + 357 pages. Mailing price, \$1.25; for introduction, \$1.12.

*Tetlow's Inductive Latin Lessons.*

By JOHN TETLOW, Principal Girls' High and Latin Schools, Boston. Illustrated. 12mo. Half-morocco. xi + 340 pages. Mailing price, \$1.25; for introduction, \$1.12.

THE particular attention of teachers is invited to these points : the strictly inductive method ; the sentences for translation all drawn from classical authors ; the adoption of reforms in Latin orthography ; quantities carefully marked ; early introduction of connected translation and of the study of word formation ; the exact etymologies of the vocabulary ; illustrations, etc.

*Six Weeks' Preparation for Reading Cæsar.*

A New Edition. Designed to accompany a Grammar, and to prepare pupils for reading at sight. Adapted to Allen & Greenough's, Gilder-sleeve's and Harkness' Grammars. By JAMES M. WHITTON, Instructor in Latin, Brearley School, New York. 18mo. Cloth. 107 pages. Mailing price, 45 cents; for introduction, 40 cents.

*Sight Pamphlets.* (See also Announcements.)*Progressive Selections for Learning to Read Latin.*

Edited by Professor J. B. GREENOUGH, of Harvard University.

THIS series will give in consecutive numbers selected passages adapted for all grades of advancement in preparatory schools and some intended for college use, with suggestive remarks and notes. The first number is now ready.

No. I. *Eutropius* (Selections from the History of Rome). Paper. viii + 41 pages. Mailing price, 25 cents; for introduction, 20 cents.

## *Allen & Greenough's New Cæsar.*

*Seven Books. Illustrated. With Six double-page colored maps.*

Edited by W. F. ALLEN, late Prof. in University of Wisconsin, J. H. ALLEN, of Cambridge, and H. P. JUDSON, Professor of History, University of Chicago, with a special Vocabulary, by Prof. J. B. GREENOUGH, of Harvard College. 12mo. xxvi + 543 pages, red edges, bound in half-morocco. Illustrated. Mailing price, \$1.35; for introduction, \$1.25.

A TTENTION is invited to these features, which, with other merits, have gained this edition an extraordinary success :—

1. The judicious notes,—their full grammatical references, crisp, idiomatic renderings, scholarly interpretations of difficult passages, clear treatment of indirect discourse, the helpful maps, diagrams, and pictures ; in particular, the military notes, throwing light on the text, and giving life and reality to the narrative.

2. The vocabulary,—convenient, comprehensive, and scholarly, combining the benefits of the full lexicon with the advantages of the special vocabulary, and every way superior to the ordinary vocabulary.

3. The mechanical features of the volume, its clear type, convenient size and shape, superior paper, and attractive binding.

4. In general, this edition represents the combined work of several specialists in different departments, and so ought to excel an edition edited by any single scholar.

The Notes on the second book have just been rewritten to adapt them for those who begin Cæsar with this book. Full grammatical references have been given.

**Tracy Peck, Prof. of Latin, Yale College:** With quite unusual satisfaction I have noticed the beautiful paper and type; the carefully edited text; the truly helpful notes, which neither tend to deaden enthusiasm with superfluous grammar, nor blink real difficulties; the very valuable illustrations and remarks on the Roman military art; and the scholarly and stimulating vocabulary.

**John Tetlow, Prin. of Girls' High and Latin Schools, Boston:** The clear type, judicious annotation,

copious pictorial illustration, full explanation of terms and usages belonging to the military art, and excellent vocabulary, combine to make this edition easily first among the school editions of Cæsar.

**W. B. Corbyn, Principal High School, Quincy, Ill.:** We have used it for several years, and find it as a text-book perfectly satisfactory.

**J. L. Lampson, Teacher of Latin, Peabody Normal College, Nashville, Tenn.:** It is the best Cæsar published.



The best  
part

